

Stig of the Dump (5)

Can you see in the dark? (6)

Eruptions! (6)

Year 4 2014-2015 curriculum

Christmas – The Russian Shoemaker (3)

English	DT	Computing
<p><b>English</b></p> <ul style="list-style-type: none"> <li>At the start of the story, Stig shows Barney around his 'home'. Make a page about Stig's den in the form of an estate agent's information sheet about a home for sale.</li> <li>Make a character profile to describe Barney and / or Stig. What is their personality like? What are their favourite things? What are their hopes and dreams?</li> <li>Rewrite part of the story in the first person, from Barney or Stig's point of view</li> <li>Write a prequel to the story, explaining where Stig came from</li> <li>Write the policeman's report about the missing property and how it was discovered.</li> <li>Write a diary entry for Barney after he has discovered Stig</li> </ul>		
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design a crane to help Barney lower his gifts down to Stig.</li> <li>Select from and use a wider range of <b>recycled</b> materials and components according to their functional properties and aesthetic qualities to make the crane</li> <li>Understand and use mechanical systems in the product ( gears, pulleys, cams, levers and linkages)</li> </ul>		
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Using Lego Wedo, design, write and debug programs that accomplish specific goals, including controlling physical systems; solve problems by decomposing them into similar parts.</li> <li>Using Lego wedo, use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.</li> </ul>		

Science	English	Music
<p><b>Science</b></p> <p>Light (Y3)</p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that all light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Find patterns in the way that the size of shadows change</li> </ul> <p>Sound (Y4)</p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul> <p>Electricity (Y6)</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of the cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read the lyrics to well-known songs and interpret the story behind the lyrics.</li> <li>Listen to and read a variety of poems. Select favourite poems and be able to explain the reasons for the selection</li> <li>Analyse poetry and poetic devices.</li> <li>Write own poems using agreed poetic devices</li> <li>Write captions; slogans and strap lines to support he advertising campaign</li> </ul>		
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Improvise and compose sound effects using the 'instruments' they have created in their science lessons.</li> <li>Mix the sound effects from the newly created instruments with known instruments to vary their sound effects</li> <li>Use and understand musical notation to record their compositions</li> </ul>		

Geography	English	Computing
<p><b>Geography</b></p> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Europe</li> <li>Sicily</li> <li>Mount Etna</li> </ul> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Locate Europe on a world map</li> <li>Mark countries of Europe on world map with major cities; rivers; mountain ranges; industrial areas etc.</li> <li>Locate Italy and Sicily on map of Europe</li> </ul> <p>Human and Physical geography</p> <ul style="list-style-type: none"> <li>Describe and understand the geography of <b>mountain regions</b>: richness of land for farming; including vineyards and orchards</li> <li>Describe and understand the geography of the volcano – <b>Mount Etna</b>; Where it lies above the African and Eurasian plates; why it is on the Unesco world heritage site list; threats to the local population due to its almost constant state of activity</li> <li>Describe and understand the geography of the <b>island</b> of Sicily including tourism</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read story of Pompeii and the volcano erupting. Ask questions about emotions and feelings of people living and working in area before the eruption – hot seating</li> <li>Make comparisons between factual and fictional accounts of the eruptions of volcanoes</li> <li>Read accounts of volcanic eruptions written from different perspectives, make predictions and draw conclusions</li> <li>Write advice leaflet of how to protect yourself from an earthquake</li> <li>Write adventure stories using phrases and words that have been discussed and developed through reading about other volcano eruptions</li> </ul>		
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>Use iMovie to bring all the information together to create a public awareness video. Use iMovie to video themselves; apply sound; practise using various atmospheric effects including wobbly camera; text moving and sound; freeze frame and zoom.</li> <li>Combine the video with minute long trailer for the films. Film to be about: the level of risk and dangers of a possible eruption; a public safety video about how to protect themselves. Include various video techniques</li> </ul>		

RE	English	PSHE
<p>RE</p> <ul style="list-style-type: none"> <li>Read and retell the Christmas story – consider the theme of giving</li> <li>Who gave different gifts: the gifts of the wise men what was the meaning/ symbolism of them</li> <li>What gifts would we give the Jesus and why?</li> <li>What gifts would Jesus want us to give him and why?</li> <li>What does it mean to give and why do we do it?</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read the story of the Russian Shoemaker</li> <li>Groups rewrite some scenes as a play script to be performed. Include stage directions</li> <li>Read aloud poetry about poverty and loneliness and giving</li> <li>Write letters to go in the shoe boxes for Samaritan's Purse</li> </ul>		
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Invite representatives from Samaritan's purse into school. Interview them about their work.</li> <li>Write letters to large corporations about the benefits of giving and ask if they are able to support the school to give to Samaritans Purse</li> <li>Agree as a year group on what is going to be made/ baked to raise money to fill the shoe boxes.</li> </ul>		

Came, Saw, Conquered (5)

History	English	ART
<p><b>History</b> The Roman Empire and its <b>impact on Britain</b></p> <ul style="list-style-type: none"> <li>Continue the chronology from the Iron Age to the successful invasion of Britain</li> <li>The Roman Empire and the power of its army</li> <li>The British resistance and Boudicca</li> <li>The impact of Roman technology on Ancient Britain – including local roman sites such as Fishbourne or Rockbourne Roman Villas</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read Roman myths and legends and the story of Boudicca and be able to retell some of the stories orally</li> <li>Recognise themes in myths and then write own myth for the Ancient Britains deciding upon their own theme and writing in the appropriate style</li> <li>Read and understand Characters and qualities of various Roman Gods.</li> <li>Create a new Roman God having developed his/her qualities using drama techniques of hot seating/conscience alley etc.</li> <li>Read accounts of Boudicca and her actions and create a 'Wanted' poster for Boudicca written by the Romans</li> <li>Read accounts of Caesar and create a 'Wanted' poster for Julius Caesar written by the Ancient Britains</li> <li>Create a series of posters about 'What the Romans did for us.' Include information and appropriate language about the impact of the Roman invasion</li> <li>Write a debate about whether the Roman invasion was a positive thing or a negative thing for the Ancient Britains from a Roman perspective and from and Ancient Briton's perspective</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Plan and create a Roman mosaic on the theme of a Roman myth</li> <li>Draw and copy Roman busts then create own 3D bust.</li> </ul>		

It all happens in London! (6)

English	History	Maths
<p><b>History</b> Starting from the time when the Romans left the city track the changes to London throughout the chronology to the modern day. The study of the chronology will track the iconic buildings of the city and the people (including kings and Queens)who were involved in them:</p> <ul style="list-style-type: none"> <li><b>Medieval London 1066 -1485</b>– William the Conqueror and the construction of the Tower of London</li> <li>Study the square mile – look at the place names that provide evidence to the trades and shops that were there then e.g. Threadneedle street; Ropemakers square etc.</li> <li>Look at secondary sources to see what living conditions were like in London for the people at that time.</li> <li><b>Tudor London 1845 -1603</b> – Track the monarchs during this period</li> <li>Look at ancient maps to discover the 3 main places of population; palaces around London and deer parks for recreation</li> <li>Study trade (shipbuilding) and where it was located (River Thames) and why</li> <li><b>17<sup>th</sup> Century</b> – The Gunpowder plot (1605); the houses of parliament and the reason for the plot</li> <li>The Great Plague 1665 and how it came about; The Fire of London and the aftermath</li> <li><b>18<sup>th</sup> Century</b> – The rise of trade and finance; The importance of the square mile and the London Stock exchange</li> <li><b>19<sup>th</sup> Century</b> –The Victorian reign; the population explosion in London; Buildings built during the Victorian era and the Tube</li> <li>Education in Victorian times (Ragged schools)</li> <li><b>20<sup>th</sup> Century</b> – London in the war</li> <li><b>21<sup>st</sup> Century</b> – The London Dome; The Shard; The Gerkin- compare how the building s have changed over the centuries</li> </ul> <p><b>Follow a line of enquiry for one of the above topics</b></p>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read accounts of great stories from London's history. Discuss events and decide and write the pros and cons of living in that era compared to another one.</li> <li>Find out what needs to be included in order to make a great speech. Write the persuasive arguments for the chosen period in London's history being the best.</li> <li>Find out what is needed to/listen to great orators. Practise, rehearse and deliver the speech in order to persuade the other Londoners</li> <li>Write the events of a period in London's history as a newspaper report.</li> <li>Write the biography of a 'great Londoner' or monarch from the period chosen</li> </ul>		
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>Analyse statistical data from different decades/centuries etc. Make comparisons about population; births and deaths; housing etc.</li> <li>Make comparisons in order to compare social factors between periods in history</li> </ul>		

Funny Bones (5)

Science	English	DT
<p><b>Science</b> Animals including humans (Y3)</p> <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support and protection</li> </ul> <p>Animals including humans (Y4)</p> <ul style="list-style-type: none"> <li>Identify the different types of teeth in humans and their simple functions ( Y4)</li> </ul> <p>Animals including humans (Y6)</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Further develop library skills and an understanding of how to use non-fiction books in order research information about the body</li> <li>Collate information about one particular area in order to present in an explanation leaflet. Include accurate, appropriate and technical vocabulary</li> <li>Use research information to provide a spoken presentation or 5 minute talk about an aspect of diet, exercise, drugs and lifestyle. Present as a persuasive argument about why they need to maintain a healthy lifestyle. Include accurate, appropriate and technical vocabulary</li> </ul>		
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>Evaluate designs of leaflets.</li> <li>Redesign a new leaflet</li> </ul>		